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SITUATIONAL FACTORS INFLUENCING QUALITY TEACHING. EXPLORATORY PHASE--TEACHER IDENTIFICATION OF FACTORS - CONDITIONS, CLIMATE, COMPETENCIES - INFLUENCING THE TEACHING-LEARNING PROCESS IN KENTUCKY PUBLIC SCHOOLS.

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DESCRIPTORS- \*EFFECTIVE TEACHING, \*TEACHING CONDITIONS, EDUCATIONAL FACILITIES, \*INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS, TEACHER SALARIES, QUESTIONNAIRES, TEACHERS, LEADERSHIP, SCHOOL ADMINISTRATION, FRANKFORT

A SURVEY WAS CONDUCTED TO IDENTIFY AND EVALUATE BOTH POSITIVE AND NEGATIVE SITUATIONAL FACTORS IN THE TEACHING-LEARNING PROCESS. RESPONSES WERE ANALYZED FROM 29 OF KENTUCKY'S 203 COUNTY AND INDEPENDENT SCHOOL DISTRICTS, REPRESENTING 877 ELEMENTARY TEACHERS, 454 SECONDARY TEACHERS, AND 48 ADMINISTRATIVE AND SUPERVISORY PERSONNEL. THE REPORT'S MAJOR SECTION, A COMPREHENSIVE STATE SUMMARY, RANKS FACTORS IN ORDER OF IMPORTANCE AS INDICATED BY THE THREE GROUPS OF RESPONDENTS. TEACHING CONDITIONS, PROFESSIONAL LEADERSHIP, ADEQUATE INSTRUCTIONAL MATERIALS, AND BUILDINGS AND FACILITIES ARE GENERALLY REGARDED AS MOST IMPORTANT. FACTORS RELATED TO SALARY ARE REGARDED AS LEAST IMPORTANT. SUMMARY RECOMMENDATIONS INCLUDE SUGGESTIONS FOR (1) DEVELOPMENT OF INSERVICE ACTIVITIES REQUESTED BY TEACHERS, (2) BUDGET ALLOTMENTS FOR EXPENDITURES THAT WILL CONTRIBUTE MOST EFFECTIVELY TO IMPROVEMENT OF INSTRUCTION, AND (3) REFINEMENT OF THIS RESEARCH DESIGN FOR A MORE INCLUSIVE RESEARCH AND DEVELOPMENT PROJECT. A REPRESENTATIVE DISTRICT REPORT IS INCLUDED, ILLUSTRATING THE PROCEDURE FOLLOWED FOR WEIGHTING OF CODING CATEGORIES TO ALLOW RESPONSE RANKING. (JK)

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# SITUATIONAL FACTORS INFLUENCING QUALITY TEACHING

EXPLORATORY PHASE: TEACHER IDENTIFICATION OF FACTORS--  
CONDITIONS, CLIMATE, COMPETENCIES--INFLUENCING THE  
TEACHING-LEARNING PROCESS IN KENTUCKY PUBLIC SCHOOLS.

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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State Committee for Quality Teaching  
State Department of Education  
Frankfort, Kentucky

EA 000 055

In historical perspective, the local factors which impinged on the teaching-learning process were relatively simple in the Mark Hopkins' era of "the teacher, the pupil, and the log." The complex interrelationships of the teacher and the teaching-learning situation in the modern school are described by Barr as follows:

Teaching does not take place in a vacuum; it takes place in a very definite tangible situation. This aspect of teacher effectiveness is so pervasive that it needs more attention than it has yet received. Effectiveness does not reside in the teacher per se but in the interrelationship among a number of vital aspects of a learning-teaching situation and a teacher. It is common practice to characterize the effective teacher in terms of qualities of the person; time has seen the emphasis shift from the teacher per se to the teacher in relation to the more important aspects of a situation: needs, purposes, pupils, available means, and the socio-physical environment for learning and teaching. This needs careful consideration.<sup>1</sup>

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1. A. S. Barr, "Teacher Effectiveness and Its Correlates," in The Measurement and Prediction of Teacher Effectiveness (Madison, Wisconsin: Dembar Publications, Inc., 1961) p. 141.

## FOREWORD

Recent dramatic advances in education lend credence to the maxim, "Coming events cast their shadows before." Nationally and at state and local levels, new programs are taking shape which give promise of sufficient thrust to make major breakthroughs in both the quantity and quality dimensions of education in Kentucky. Clearly, an area of increasing responsibility for educational leadership is the efficient and effective mobilization and use of resources available.

The publication at hand, Situational Factors Influencing Quality Teaching, is a report of the findings of a pilot study designed to identify facilitating and "handicapping" factors in the teaching-learning process as viewed by the total professional staff in a school district. The report provides a new perspective for viewing total teaching effectiveness--that of utilizing the suggestions for improvement which so often lie untapped in the classroom teachers themselves. The findings suggest both a process and a program for identifying and resolving "roadblocks" which stand in the way of quality education.

It is hoped that the report will provide new insights on the teaching-learning process, suggest new ways of realizing the maximum leadership potential of the total professional staff, and serve as a springboard to launch new action programs designed to improve the quality of instruction in Kentucky schools.

  
Harry M. Sparks  
Superintendent of Public Instruction

## ACKNOWLEDGMENTS

The Bureau of Instruction expresses its gratitude to the members of the State Committee on Quality Teaching for their helpful direction of the survey and analysis of merit pay plans--the Committee's first interest, and later their timely redirection of committee goals toward the more realistic area of situational factors; to the many classroom teachers, administrators and other personnel of the participating school districts who provided the data; and to staff members of the State Department on the committee who provided the thread of continuity and much of the detailed work along the way.

Among the Department staff, the report reflects most the drive and enthusiasm of Miss Louise Combs, secretary to the committee and Director of Teacher Education and Certification, now retired, whose work on the committee and in the Division is being carried on by Dr. Sidney Simandle, her assistant for many years. The late Mr. James L. Patton, then Assistant Superintendent of Public Instruction and Chairman of the original state committee provided able and inspiring leadership throughout his three years of service to the committee.

Other staff personnel in the Department of Education who analyzed and interpreted the data and prepared the report are: Dr. D. E. Elswick, Director, Division of Research; Mrs. Mary Marshall, research analyst, now coordinator of Information and Publication; and Mrs. Dorothy Archer, Supervisor in the Division of Teacher Education and Certification.

Don C. Bale, Assistant Superintendent,  
Bureau of Instruction and Chairman,  
State Committee for Quality Teaching

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## PART I

### INTRODUCTION

The study of situational factors influencing teacher effectiveness was an outgrowth of a larger study under the direction of a State Committee appointed by the Superintendent of Public Instruction to determine the desirability of a merit pay plan for quality teaching.

National experience indicates that many problems are inherent in attempting to link directly the study of teaching effectiveness with merit pay plans. Further, the study of teaching effectiveness per se is so intertwined with behavioral antecedents and conditioned by local factors beyond the control of the classroom teacher that the determination of significant variables influencing educational outcomes calls for uniqueness of process both in staff involvement and research techniques. Clearly, what is studied may be secondary to how it is studied. On the other hand, it is generally agreed that the cooperative study of situational factors influencing quality teaching is one of the most rewarding activities in which a school staff can engage.

#### Statement of Purpose

In the early stages of formulation of the study and refinement of the questionnaire on quality factors for effective teaching, the over-all goals of the committee and what was felt to be the most logical manner in which they could be achieved were expressed in these words:

The long-range purpose of this study is the improvement of the quality of instruction. As a first step in the long-range program of the committee, the total profession in Kentucky is being given an opportunity to express viewpoints in regard to quality teaching. It is believed that a responsible profession should make some judgments on what constitutes good teaching and what promotes growth of teachers.

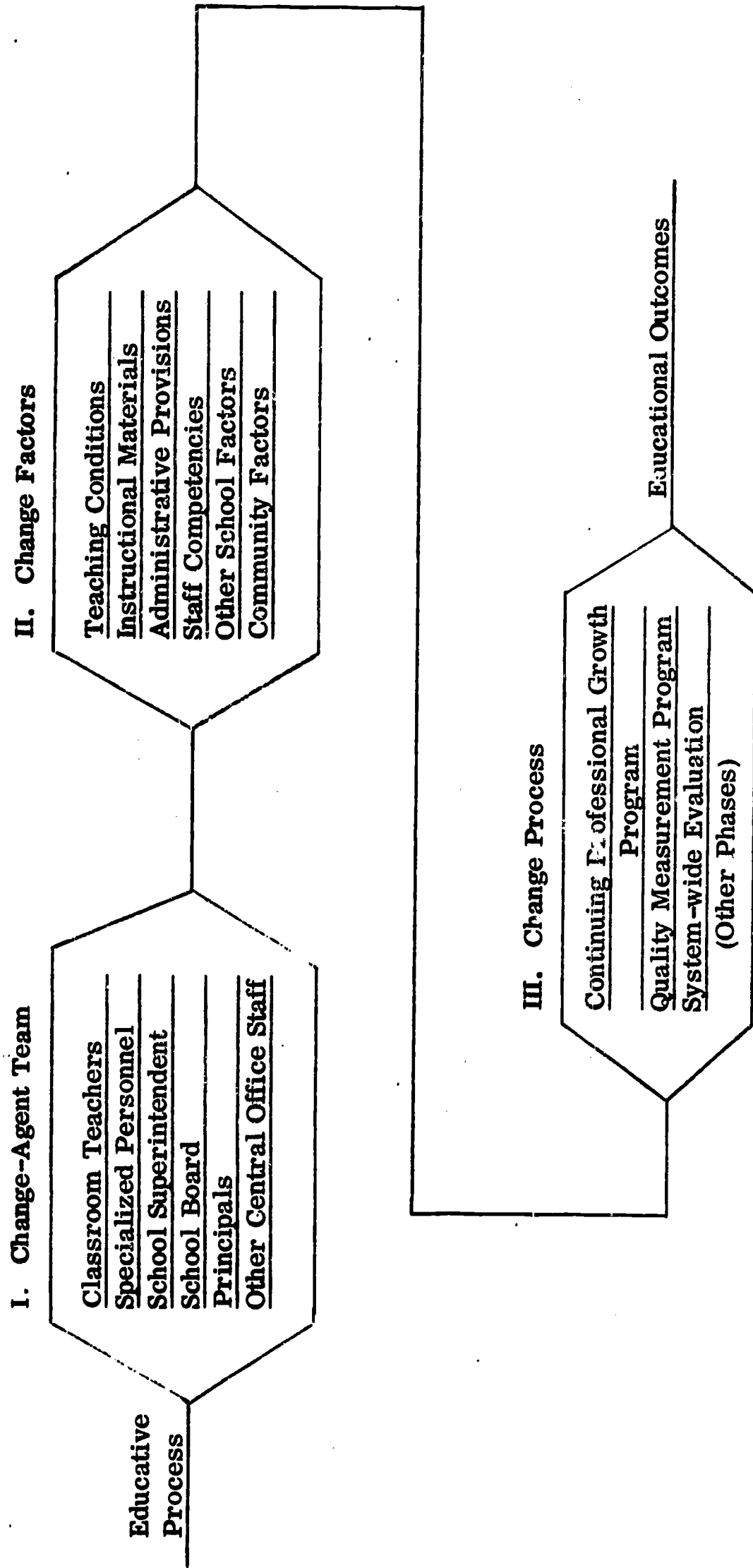
It is hoped that the members of the profession in Kentucky will express convictions in regard to the factors conducive to effective teaching. When common agreements on these matters have been reached, the profession will then be in position to take the lead in developing a plan for requesting additional funds for supporting individual teachers, groups of teachers, or a total system as they undertake ways to increase the effectiveness of the instructional program.

The primary purpose of the exploratory phase of the study of quality teaching was the development and try-out of patterns and procedures for the involvement of total staff in identifying factors influencing the teaching-learning process. The relationship of the several steps in a planned program to improve educational outcomes is shown in Figure 1. The pilot study reported on here was limited to Steps I and II or ways and means of involving the total staff in a cooperative, comprehensive and continuous action program to improve instruction.

#### Method and Procedures

All school districts in the state were invited to participate in the study. Prior to mailing out the open-end questionnaire for distribution to teachers, the superintendent was informed of the nature of the committee's work and given the option of participating in the pilot study or electing to await further developments and join the study later if he desired to do so. Further it was expected that teachers would be extended the privilege of voluntary participation.





- Step I. Organizing total staff for continuing study of the educative process.  
Step II. Quantifying and ordering change factors for individual and group study.  
Step III. Designing a planned program to effect change.

Figure I. Major Steps in Action Program to Maximize Educational Outcomes

The design of the questionnaire was considered a critical item in the overall design of the study. Much of the usual objective data that might be collected was already available to the committee. Foremost in the minds of the sub-committee members were the value judgments, opinions, and nondescript facts that tend to defy simple ordering and can best be expressed in a completely unstructured instrument. The final design of the open-end questionnaire was considered adequate to provide maximum free expression on the part of all teachers. (See Appendix A).

It was expected that the highly subjective nature of the data-gathering instrument would increase the complexity of subsequent steps to analyze the data. The decision to use a non-structured form implied the general acceptance and use of a research technique known as Content Analysis or Coding. Berelson provides this definition: "Content analysis is a research technique for the objective, systematic, and qualitative description of the manifest content of communication."<sup>1</sup>

In the classic sentence identifying the process of communication--"who says what, to whom, how, and with what effect" communication content is the what.

Berelson further states:

Content analysis can describe communications but it cannot per se, evaluate them. Evaluation necessitates the acceptance of a standard, or standards, with which the communication content is then compared by means of content analysis. Once the nature of the standards is clearly and explicitly formulated, content analysis can be usefully applied to measure the extent to which the specified standards are met . . . .

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1. Bernard Berelson, Content Analysis in Communication Research, (Glencoe, Ill.: Glencoe Free Press, 1949), p. 489.

The coding procedure is similar to content analysis in that it involves the codification of verbal materials which can take many diverse forms and still "mean" the same thing in terms of the categories under which they are subsumed. But there the similarity usually ends. Thus coding is based upon the presence or absence of the categorized material, not upon its frequency - upon whether, not how much.<sup>2</sup>

Research on the methodology of content analysis and coding has revealed that the reliability is higher under the following conditions: (1) the simpler the categories and the unit, (2) the more experienced and better trained the coders, (3) the more precise and complete the set of coding rules, and (4) the fuller the illustrations. In the final analysis it is generally agreed that content analysis stands or falls by its categories. These must be clearly formulated and well adapted to the problem and to the content.

#### General Outline

A brief review of related research is presented in Part II.

The results of the pilot study and the basic data from which these results were derived are provided in three subsequent sections.

In Part III, a sample District Report, non-identified and selected at random, is reproduced.

In Part IV is presented a comprehensive state report with categories arranged in rank order as determined by total number of responses supplied by all personnel participating in the study.

A summary of findings and some implications of these findings for improving instruction along with recommendations for further study are presented in Part V.

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2. Berelson, op.cit., pp. 494-495.

## PART II

### RELATED RESEARCH

While the June, 1958 issue of the Review of Educational Research lists several studies dealing with situational factors which directly influence the quality of the instructional effectiveness of teachers (initial orientation, general living conditions, nature of work load, nature of supervisory assistance, availability of instructional materials, interpersonal relationships), in the October, 1963 issue, Garford G.

Gordon states:

When one looks for research going beyond the collection and rough classification of quantifiable facts about current conditions, the picture is rather bleak. The literature mostly consists either of statements of opinions and ideas or descriptions of plans and panaceas--together with unevaluated<sup>2</sup> and often uncritical and highly biased descriptions of innovations.

Gordon's observation is borne out by the fact that none of the twenty-three chapters in the Handbook of Research on Teaching, edited by Gage,<sup>3</sup> relates specifically to the idea that classroom instruction is influenced by a systematic improvement of the situational factors which teachers identify as directly affecting their instructional efficiency.

Using the questionnaire approach with classroom teachers, the NEA Department of Classroom Teachers identified conditions of work related to quality teaching and rated them with respect to the desirability of their adjustment.<sup>4</sup>

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2. Garford G. Gordon, "Conditions of Employment and Service in Elementary and Secondary Schools," Review of Educational Research, XXXIII (October, 1963), p. 381.

3. N. L. Gage, Handbook of Research on Teaching, (Chicago: Rand McNally & Company, 1963).

4. Conditions of Work for Quality Teaching, The National Education Association of the United States, Department of Classroom Teachers, (Washington, D. C., 1959).

In Ryans' report of his studies on teacher characteristics, he states as his first basic assumption that "teacher behavior is a function of situational factors and characteristics of the individual teacher"<sup>5</sup> and includes among his postulates the statements that "teacher behavior is a function of general factors of the situation in which it takes place,"<sup>6</sup> and further that "teacher behavior is a function of the specific situation in which it takes place."<sup>6</sup>

In summarizing the studies of teacher effectiveness and its correlates, Barr cites two studies, by Martindale<sup>7</sup> and Kline,<sup>8</sup> having to do with situational factors that relate to teacher effectiveness.

In his discussion of needed research, Barr states:

Teachers frequently achieve far below their potentialities. In the absence of more information about the aspects of each learning-teaching situation that may limit or facilitate the teaching performance, predictions of teacher effectiveness based upon potential are likely to be quite inaccurate regardless of their accuracy as predictions of potential. Teaching is limited and facilitated by many aspects of the situation: each teaching assignment places in some respect different demands upon the teacher; the expectancies are different for different schools and communities; the teacher morale is very high in some schools and communities and low in others; the administrative staff and its philosophy of administration may be more acceptable to some teachers than to others; there are many annoyances and satisfactions that attend teaching, more in some communities than others; some teachers find more professional compatibility in some schools and communities than in others. Research is needed to spell out aspects of the situation that may limit or facilitate teaching up to potential.<sup>9</sup>

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5. David G. Ryans, Characteristics of teachers, (Washington: American Council on Education, 1960), p. 16.

6. Ibid., p. 21.

7. Frank E. Martindale, "Situational Factors in Teacher Placement and Success," Journal of Experimental Education, XX (December, 1951), pp. 121-178.

8. Francis Kline, Satisfactions and Annoyances in Teaching, unpublished Ph.D. Dissertation, University of Wisconsin, 1949.

9. Barr, op. cit., pp. 149-150.

In conclusion, it is generally acknowledged that certain situational factors or conditions affect teaching performance and, in turn, the instructional efficiency of a school; however, it remains to be determined just how much the instructional program can be improved by first having the teachers and administrators identify the respective situational factors affecting instruction in their own school and then conducting a concerted action approach toward the adjustment of these factors.



### PART III

#### CODING AND ANALYSIS OF DISTRICT DATA

The unit of reporting at the local level is the school district. As expected, great diversity was encountered among the State's 203 county and independent districts in the identification of factors influencing quality teaching. Large and small, urban and rural, relatively rich and poor--it was found that most districts tend to possess in varying degrees a common core of factors with many recurring symptoms and a lesser number of real causes influencing the quality of education. From many <sup>733</sup>trail categories in the beginning reflecting the diversity of a cross-section of districts, seven or eight standard categories were determined which encompassed a high percentage of responses within a given area. Twenty-nine districts were used in setting up the coding pattern.

In each case, the local district report is a summation and analysis of the responses of the local professional staff grouped according to the order of the following questions:

1. What would contribute most to the improvement of the quality of the services within the school program? (List in order of importance)
2. What kinds of experiences and activities contributed most to your professional and personal growth as a teacher?
3. Describe the kinds of administrative services (from principal, supervisor, and superintendent) that help provide quality teaching in the classroom.
4. List major factors which determine the quality of instruction.
5. With the preceding questions in mind, how could an additional appropriation in the amount of 2-5 per cent of the instructional budget be used most effectively in the improvement of teaching?

It will be noted that the questions are broad in coverage. While overlapping, they were considered adequate to encompass the total range of situational factors that might be encountered in the average school district. Since this initial phase of the study was directed toward the identification of factors influencing quality teaching, two conditions were expected to be met: (1) a careful coding of responses that would reflect the critical concerns of one or more teachers, (2) a synthesis of many sub-categories into standard or common categories for further statistical analysis and subsequent use in a school improvement program. For the five questions selected for use, thirty-nine categories of situational factors were identified. This is an average of 7.8 categories per question.

Each participating district was provided with several working copies of its own individual report. The only use of the district report at the state level was the compilation of the data into a comprehensive report which would serve as a normative pattern for the state. The non-identified copy of the district report reproduced in this section is a representative sample of the fifty-three district reports prepared by the Division of Research, Kentucky State Department of Education for the State Committee.

There were several districts that prepared their own reports in the early stages of the study. Also, several reports could not be used in terms of the committee's definition of participation. It was believed that at least 50 per cent of the district's teaching staff should participate in order to provide a level of validity that would contribute to the accuracy of the state report.

## **DISTRICT REPORT**

### **Teacher Identification of Factors Influencing Quality Teaching**

**(This sample report is one of fifty-three district reports prepared by the State Committee from questionnaires completed by teachers and other personnel in selected local school systems of Kentucky.)**

**State Committee for Quality Teaching  
State Department of Education  
Frankfort, Kentucky**

Question 1. What would contribute most to the improvement of the quality of the services within the school program? (List in order of importance)

	COMPETENT TEACHERS Dedicated, creative, imaginative, alert, active professionally		INSTRUCTIONAL SUPPLIES Resource Materials, Availability and <u>USE</u>		BUILDINGS - FACILITIES Equipment, Special rooms		PROFESSIONAL LEADERSHIP Cooperative planning, professional climate, home- school relations, good staff relationships, well-defined goals, in-service education		TEACHING CONDITIONS Organized for learning, proper assignment, small groups, attention to individual differences, reduce fringe activities, help with discipline		SPECIAL CONDITIONS Special subject teachers, Testing and guidance, Effective reading program		RELATING TO SALARY 10 Months employment, Clerical help, Increase regular salary		MERIT-TYPE SALARY	
	T	WR*	T	WR	T	WR	T	WR	T	WR	T	WR	T	WR	T	WR
1st	83	249	68	204	43	129	79	237	95	285	41	123	11	33	-	--
2nd	63	126	79	158	45	90	89	178	85	172	45	90	6	12	1	2
3rd	38	38	73	73	51		59	59	72	72	34	34	6	6	-	--
Total	184	413	220	435	139	270	227	474	252	529	120	247	23	51	1	2
Rank	4		3		5		2		1		7		--		--	

Some Responses:

Dedicated, well-prepared teachers who are willing to take the children where they are and make it possible for each child to reach his potential.

Give teachers more time to teach, instead of so much paper and book work.

Strong, well-educated, dedicated administrative and teaching staff.

Provisions made for the talented; also, for the slow learner.

Stronger discipline in the entire school.

More money allotted for educational and instructional materials, such as art supplies, reading charts, films, records, etc.

Salary schedule to level of other states.

Elimination of unnecessary interruptions.

Establishment of remedial reading courses (not as an added part of the English curriculum).

Less extra curricular activities and forms to complete. Remove extra duties from teachers' load, so that he might be free to devote the entire time to teaching the children.

A clear statement of what is expected of each teacher in the instructional area.

Additional money for enrichment materials.

\* T - Number of responses; WR - weighted value; first=3; second=2; third=1.

Question 2. What kinds of experiences and activities contributed most to your professional and personal growth as a teacher?

FORMAL EDUCATION Academic Courses. Professional Courses. Refresher Courses. Subject Workshops	INDEPENDENT STUDY General and professional reading, lectures, research work experience	TRAVEL	IN-SERVICE ACTIVITIES Local workshops, conferences, visitation, observation demonstrations, sharing experiences in fields of interest	PROFESSIONAL ORGANIZATIONS Membership and participation in NEA, KEA, subject field or service. Reading professional journals. attending meetings	PUPIL GROWTH-MOTIVATION Knowing the child. Inspiring pupils. Pupil achievement and Self-direction	COMMUNITY INTERESTS clubs, church, recreation, Teacher-parent relationships. Parent consultation, Home visitation
(67)	(85)	(50)	(131)	(48)	Number of (16)	Responses (21)

#### Selected Comments:

Personal realization of rendering service to my pupils in setting standards, ideals, and a measure of inspiration to better themselves.

In-service education based on the needs of the teachers and the teaching program.

Participation in leadership roles.

Being treated professionally by administrative staff and fellow teachers.

Returning to college often for new courses offered in any area.

Teachers are human beings and they need reward and recognition of accomplishments or achievements. A "pat on the back" and a word of approval are important.

The experience or activity that helps me to better understand just what I need to contribute to the learner to do the most for him.

Travel and selective reading are essential.

Patience. In this connection, the word is used to describe that element of personality that enables a teacher to deal understandingly with children of all attitudes and temperaments and to teach them as individuals and to work with other teachers in the total program.

Courses in education and subject matter beyond first degree.

Visiting the several workshops in our Section, our Educational Association and neighboring schools, observing their methods of approach to educational problems. Reading as many of the latest books and magazines as I can and traveling in the summer to look for aids that will help me to be more efficient in my work.



Question 3. Describe the kinds of administrative services (from principal supervisor, and superintendent) that help provide quality teaching in the classroom.

PROFESSIONAL LEADERSHIP Interest in work, Ideas. Visits New Innovations. Constructive criticism. Democratic leader- ship. encourage experimentation.	PROFESSIONAL CLIMATE Understandings Good relation- ships. Respect Recognition Support, Cooperation. Treat as equal	INSTRUCTIONAL MATERIALS Facilities and Equipment	TEACHING CONDITIONS Less interruptions Reduce non- essential meetings and non-teaching duties. Clerical help for teachers, Help with discipline.	COOPERATIVE PLANNING Group planning time, Program goals, Evaluation, Coordination, Teacher planning period, Clear communication, Written policies.	PROFESSIONAL GROWTH PROGRAM Demonstration, Professional library, Special consultants. Teachers' hand- book, In-service activities.	GUIDANCE AND COUNSELING Services for students	RELATING TO SALARY Raising salary, Allowance for travel, Providing released time.
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(71)	(65)	(53)	(37)	Number of (40)	Responses (33)	(13)	(3)
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Presentation of new policies and the consideration of problems of organization and planning for the year.

Being able to listen to suggestions made by teachers whose desires are to add enrichment to the program, accepting those that are feasible, and tactfully rejecting those that are not.

They should inspire professional growth and a sense of responsibility in each individual staff member.

Time to get the job done with a minimum of clerical duties.

Continuous curriculum study and development at all levels.

Be interested in what is taking place in each classroom.

Quality materials with which to work - quality teaching is rather difficult without quality materials.

Regular visitation from administrative staff.

Good public relations between schools and citizens in understanding problems faced and demands made on them for support of education in the community.

Superintendent asking teachers' ideas and making everyone a part of the program.



Question 4. List major factors which determine the quality of instruction.

QUALITY LEADERSHIP Vision, Professional relationships, Climate, Coordination, Cooperative planning, Organization and Policy, Evaluation	THE TEACHER Certified, Competent, Professional growth, Personal qualities and traits. Dedication, Love for children, Daily preparation	INSTRUCTIONAL MATERIALS Supply and Use, Library service, Adequate classroom space	THE PUPIL Pupil background and interest, Pupil motivation, Cooperation, home and school, Meeting individual needs	TEACHING CONDITIONS Teacher load Small classes, Learning climate (discipline), Planning time	PROGRAM AND SERVICES Broad curriculum, Special subject teachers, Guidance services, Basic testing pro- gram, <u>USE</u> of cumulative records	RELATING TO SALARY Adequate Salary
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(59)	(175)	(50)	(70)	Number of (47)	Responses (11)	(5)
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Competent teachers with good personal qualities, leadership, professional attitudes, and teaching ability.

Continuous evaluation and using results to plan ahead.

Interested community; dedicated teachers with a desire for deep professional growth, strong administrators.

Opportunities for teachers to continue to grow on the job.

Teacher's liberal arts education before graduate work in special field of interest.

Every child needs a teacher who has chosen teaching as a profession and has been accepted by the profession because of aptitude for teaching.

Recognition of individual differences and the handling of them in best possible way.

Question 5. With the preceding questions in mind, how could an additional appropriation in the amount of 2 - 5 per cent of the instructional budget be used most effectively in the improvement of teaching?

INSTRUCTIONAL SUPPLIES	SALARY INCREASES (GENERAL)	BUILDINGS AND FACILITIES Audio-visual room, Teacher's office space	TEACHING CONDITIONS Teacher load, Clerical assistance, Reduce pupil- teacher ratio, Reduce study hall duties, Non-teaching duties. Free period	ENRICHED PROGRAM Elementary libraries, Teachers for exceptional children, Enriched curriculum, Art, Music, P. E., M. F. L., - elementary and high school. Testing, guidance, Remedial classes	IN-SERVICE EDUCATION Refresher courses, Professional library, Special consultants, Released time for study	RELATED TO SALARY Longer school year, Scholarships for prospective teachers and teachers. Teachers' aids	MERIT PAY
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(92)	(28)	(27)	(32)	(41)	Total Number	of Responses	
					(15)	(12)	(3)

#### Selected Comments:

Provide help for teachers and principals to relieve them of the paper work and routine duties so that their time may be utilized to the fullest for instructional purposes.

Get more and better qualified teachers and administrators through better salaries and benefits; and strive much harder to be a profession, not a so-called one.

Appropriation to be earmarked for instructional aids to be used within the individual classrooms where materials are so limited. Quality teaching cannot exist without sufficient materials to take care of the needs of the group.

Lighter pupil load - 25 pupils

Provide more workshops with teachers' expenses partly defrayed. Teachers usually spend all over and above "bare subsistence" on schooling and/or books, so this increase would certainly produce a richer crop of culture for teachers - hence pupils. More help with household chores could release more energy for rest, recreation, sleep - money does say "thank you" very nicely.

I think this might be spent in research. We need to raise our standards so that we are second to no state in the United States.

Release of time without loss of pay to attend professional meetings.

## **PART IV**

### **THE STATE REPORT**

The state report serves two important purposes: (1) a benchmark and pattern for evaluation and long-range planning at the state level and (2) a normative pattern or state index for the several areas whereby a school district can better assess local strengths and deficiencies.

As for the district reports, the state summary includes a statistical section and a sampling of responses from the district reports. A special feature of the state report is the reporting of quantitative data by types of personnel.

The total districts were afforded wide latitude in the span of time in which they could participate in the pilot study. Consequently, only approximately 50 per cent of the district reports could be included in this preliminary state summary. Obviously, the district report is not affected by the state report. On the contrary, the significance of the state data and the margin of error would tend to reflect what amounts to the size of the sampling unit in this case. The state data set forth in the following sectional tables represent the combined responses of twenty-nine school districts consisting of 877 elementary teachers, 454 secondary teachers, and 48 administrative and supervisory personnel.

Question 1. What would contribute most to the improvement of the quality of the services within the school program? (List in order of importance)

**TABLE 1**  
**Summary of Responses to Question 1 by Teachers**  
**and Other Personnel in Selected Public School Districts of**  
**Kentucky**

Major categories in rank order as determined by total weighted responses	Elementary Teachers 877		High School Teachers 454		Other Personnel 48		Total Personnel 1379	
	Total Wt'd Responses	RANK	Total Wt'd Responses	RANK	Total Wt'd Responses	RANK	Total Wt'd Responses	RANK
<b>TEACHING CONDITIONS</b> Organized for learning, proper assignment, small groups, attention to individual differences, minimum of fringe activities, help with discipline	963	1	730	2	54	2	1737	1
<b>PROFESSIONAL LEADERSHIP</b> In administration and supervision, cooperative planning, professional climate, home-school relations, good staff relationships, well-defined goals, in-service education program	955	2	749	1	32	5	1736	2
<b>COMPETENT TEACHERS</b> Dedicated, creative, imaginative, alert, active professionally, cooperative, planned professional growth program	936	3	609	3	89	1	1634*	3
<b>INSTRUCTIONAL SUPPLIES</b> Teaching materials, availability and <u>USE</u>	759	4	290	5	33	3	1082	4
<b>RELATED PROGRAMS AND SERVICES</b> Special subject teachers, testing and guidance, effective reading program	511	5	265	6	27	6	813	5
<b>BUILDINGS AND FACILITIES</b> Equipment, special rooms	398	6	327	4	33	4	758	6
<b>RELATING TO SALARY</b> 10 months employment, clerical help, increase in regular salary	71	7	49	7	17	7	137	7

\* Total weighted value of the first 3 responses 1379 teachers and other personnel  
 Value scale: first importance - 3; second - 2; third - 1.

**Question 1. What would contribute most to the improvement of the quality of the services within the school program?  
(List in order of importance)**

**SOME RESPONSES REFLECTING BELIEFS AND VALUES HELD BY PARTICIPATING TEACHERS**

**The Child**

"That it could be the conviction of every teacher that children must develop normally and not be pushed beyond the limits of their understanding. Accept him for what he is. Every possible way must be used to know the child. We must realize that our task is to help the child develop normally, intellectually, emotionally and socially."

**The Community**

"School conscious community."

"A well informed community, teachers, administrative group, with understanding and effective communications."

"Educated, dedicated lay leaders."

**The School**

"The quality of the instructional program can be improved, if we find more effective ways for teachers and pupils to work together in learning situations."

"We need to have elementary, junior and senior high school teachers to work together in developing the program for the entire school."

"Most elementary teachers are generalists. To deal adequately with curriculum problems, they need the assistance of a specialist."

"De-emphasis of athletics and emphasis on academic achievement by students."

"Circulating library of visual aid materials."



From Table 1, it will be observed that the three groups of respondents are in close agreement on what they consider would contribute most to the improvement of the quality of the services within the school program. By rank order of categories for all respondents, the major types of improvement factors are: (1) teaching conditions, (2) professional leadership, (3) competent teachers, (4) instructional supplies, (5) special programs, (6) buildings and facilities, and (7) factors relating to salary.

With the exception of the category of "professional leadership", the three groups of respondents are in close agreement on the order of importance of the major categories. It is significant in terms of the ability of the school district to carry forward a comprehensive district-wide school improvement program, that the top three categories do not, in the main, call for an outlay of funds. However, this observation does not, in any sense, minimize the possible higher importance of the other factors in a particular school district or a school.

From the standpoint of the original purpose of the State Committee, it is highly significant that all personnel attached least importance, in a relative sense, to the category, "factors relating to salary." It would appear from these responses that teaching has inherent values and minimum standards which, under certain conditions, are related to job satisfaction and that a priority schedule on needed improvements in a school district can be objectively determined by the total staff.

Question 2 pertained to the kinds of experiences and activities that had contributed most to the professional and personal growth of the teacher. The responses by major categories to this question are presented in Table 2.



**Question 2. What kinds of experiences and activities contributed most to your professional and personal growth as a teacher ?**

**TABLE 2**

**Summary of Responses to Question 2 by Teachers and Other Personnel in Selected Public School Districts of Kentucky**

Major categories of experiences and activities in rank order as determined by total number of responses	Elementary Teachers 842		High School Teachers 476		Other Personnel 68		Total Personnel 1386	
	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK
<b>IN-SERVICE ACTIVITIES</b> Local workshops, conferences, visitation, observation, demonstrations, sharing experiences, exchanging ideas in fields of interest	1092	1	672	1	62	1	1826*	1
<b>PROFESSIONAL ORGANIZATIONS</b> Membership and participation in KEA, NEA, subject field or service, reading professional journals, attending meetings	611	2	443	2	44	2	1098	2
<b>FORMAL EDUCATION</b> College courses, refresher courses, subject workshops, pre-service educational courses	419	3	304	3	30	4	753	3
<b>INDEPENDENT STUDY</b> General and professional reading, lectures, research, work experience	368	4	265	4	32	3	665	4
<b>TRAVEL</b>	265	5	142	6	14	6	421	5
<b>COMMUNITY INTERESTS</b> Clubs, church, recreation, teacher-parent relationships, parent consultation, home visitation	218	6	145	5	21	5	384	6
<b>PUPIL GROWTH-MOTIVATION</b> Knowing the child, inspiring pupils, pupil achievement, self-direction	118	7	97	7	7	8	222	7
<b>OTHER</b>	44	8	26	8	10	7	80	8

\* Total number of responses by major categories

Question 2. What kinds of experiences and activities contributed most to your professional and personal growth as a teacher?

## **SOME RESPONSES REFLECTING BELIEFS AND VALUES HELD BY PARTICIPATING TEACHERS**

### **Administration**

"Develop an attitude toward trained teachers which will enable the teachers to feel that they are mature, capable adults, not children."

"Encouragement from supervisor and principal which is evidence that the teacher has someone who cares that she does well and gives her encouragement to do better."

"A spirit of teamwork within the schools and within a school system -- cooperation, not competition."

"Well-organized atmosphere where one does not feel pressed for time, where one feels rewarded for a job well done."

"Feeling that I may use my professional judgment instead of always being told in relation to subject matter, discipline, grades, assignments."

"Allow teachers to have a voice in curriculum planning."

"Enable teachers to voice opinions without being criticized or being labeled an 'unprofessional.'"

"Teachers should be protected by administrators from unnecessary outside interferences. They should be protected in the presence of patrons and public in general."

"Any activity in which pupils are involved the teacher should be consulted and at no time should the administrator come between teacher and pupils."

### **In-Service**

"Time given for in-service training and work shops (not at end of school day when teacher is tired and unable to think and contribute her best)."

**Question 2 - cont'd**

"The in-service days give me new inspiration. When I get in a rut, thinking I might as well quit this profession and let just anyone do my job, I attend our annual in-service days, and I get renewed faith. I am able to go back determined to do my very best for each pupil in my classroom, with the hope that I can do something for each one, that no one else would be able to do.

"Providing opportunities for attending conferences, hearing speakers, etc. related to work."

**Continued Study**

"Opportunity for self-expression and experimentation."

"Attendance of conventions, displays, debates, panel discussions, and meetings pertaining to subject matter have contributed much toward professional and personal growth as a teacher."

"Make available current information, trends, etc. which will enable teacher to keep informed of advances being made."

"Reduce 6 credits of college and substitute travel and workshop credit to total the 6 credits."

"Educational courses that coincide with everyday problems of teaching and learning."

"I would like graduate level courses at U. K. center that take up new methods, materials, etc."

**Student Relationship**

"Know your student's ability (weaknesses and strengths) and see the intellectual development of each student during the year."

"Teacher-parent discussions aid the teacher in knowing the student's home environment, thereby aiding the teacher's understanding of classroom actions, learning ability and willingness to cooperate."

"One does not teach unless something is learned. Nothing is learned unless there is a change in behavior. It is this change in behavior from time to time that I can see as a result of my teaching that is my greatest experience."

With minor exceptions, as shown in Table 2, the rank order of experiences and activities which have contributed most to the professional and personal growth of the teacher are identical for the three groups of respondents. These experiences and activities, in order of importance are: (1) in-service activities, (2) professional organizations, (3) formal education, (4) independent study, (5) travel, (6) community interests, and (7) pupil growth and motivation. On this question, the wide diversity of professional growth factors required a separate category of "other" for eighty responses.

Wide differences in total number of responses in favor of In-service Activities over all other activities were indicated both by total personnel and individual groups of respondents. The percentage distribution of responses by total personnel and major categories, in rank order, is as follows: in-service activities, 33.5; professional organizations, 20.2; formal education, 13.8; independent study, 12.2; travel, 7.7; community interests, 7.0; pupil growth-motivation, 4.1, and other, 1.5.

It will be observed for total personnel that 53.7 per cent of all responses were concentrated in two categories--in-service activities and professional organizations. Elementary teachers placed these two categories highest at 54.3 per cent and "other personnel", slightly lower, at 48.2 per cent. For high school teachers, the two categories were given 53.2 per cent of total responses.

In Question 3, the respondents were requested to identify the kinds of administrative and supervisory services that help provide quality teaching in the classroom. The responses to Question 3 are shown in Table 3. Examples of individual responses by teachers are presented in a supplement to Table 3.

**Question 3. Describe the kinds of administrative services (from principal, supervisor and superintendent) that help provide quality teaching in the classroom.**

**TABLE 3**

**Summary of Responses to Question 3 by Teachers and Other Personnel in Selected Public School Districts of Kentucky**

Major kinds of administrative services in rank order as determined by total number of responses	Elementary Teachers 833		High School Teachers 447		Other Personnel 50		Total Personnel 1330	
	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK
<b>PROFESSIONAL LEADERSHIP</b> Interest in work, ideas, visits, new innovations, encourage creativity, constructive criticism, democratic leadership, encourage experi- mentation	641	1	325	1	52	1	1018	1
<b>PROFESSIONAL CLIMATE</b> Understanding, good relationships, respect, recognition, support, cooperation, treat as equal	508	2	279	2	36	2	823	2
<b>INSTRUCTIONAL MATERIALS</b> Facilities and equipment	434	4	219	4	27	5	680	3
<b>COOPERATIVE PLANNING</b> Group planning time; program goals, evaluation, coordination, teacher planning period, clear communication, written policies	436	3	209	5	30	3	675	4
<b>TEACHING CONDITIONS</b> Less interruptions, reduce non-essential meetings and non-teaching duties; clerical help for teachers; help with discipline; free period	351	6	227	3	29	4	607	5
<b>PROFESSIONAL GROWTH PROGRAM</b> Demonstration, professional library, special consultants, teachers' handbook, in-service activities	399	5	156	6	21	6	576	6
<b>GUIDANCE AND COUNSELING</b> Services for students	86	7	43	7	2	8	131	7
<b>RELATING TO SALARY</b> Raising salary, allowance for travel, pro- viding released time	14	8	16	8	3	7	33	8



**Question 3. Describe the kinds of administrative services (from principal, supervisor, and superintendent) that help provide quality teaching in the classroom.**

**SOME RESPONSES REFLECTING BELIEFS AND VALUES HELD BY PARTICIPATING TEACHERS.**

The supervisor is to shape plans to meet the needs of the individual teachers to the extent that the teacher will be given ample opportunity to display his initiative and individuality, to plan a program of aids and materials for instructional materials.

Good rapport, as I have already described, helps wonderfully. A careful thoughtful principal or supervisor who teaches teachers to trust and confide will be of great benefit to the quality of teaching in the classroom.

Administrative services, if democratic and understanding in approach, can take tension out of teaching and give real continuity to the entire program of the school.

The most important service that the superintendent, principal, or the supervisor can render is to create a feeling that the teacher can go to him with her problems and receive guidance in solving them.

If the teacher feels that she can call on the principal, supervisor, or superintendent for guidance with her problems, this is of the most importance.

Teacher's suggestions should be received kindly by the administration.

More time should be set aside for teachers to be with the superintendent.

Be possessed of goals that are more important than personal gain.

Make available professional materials (books, courses of study, units, periodicals, films, consultants, and other resources).

Provide opportunities for teachers to visit other schools and see other promising teachers in action.

Develop programs for teachers' meetings (with teacher's help)

Recognizing and rewarding outstanding contributions of teachers and others.

Organizing pre-session and post-session workshops.

Personal advice (friendly).



From Table 3, it will be noted that the respondents identified eight major categories of administrative services that help the teacher to provide quality teaching. These categories, in rank order, and per cent of total responses accorded to each, by total personnel, are:

1. professional leadership	22.4	5. teaching conditions	13.4
2. professional climate	18.1	6. professional growth program	12.7
3. instructional materials	15.0	7. guidance and counseling	2.9
4. cooperative planning	14.8	8. relating to salary	0.7

It is significant that teachers place great importance on the quality of leadership. The three related categories of professional leadership, professional climate, and cooperative planning account for 55.2 per cent of all responses by elementary teachers, and 55.1 per cent of all responses by secondary teachers. As perceived by administrators and supervisors, the same three categories are accorded 59.0 per cent of total responses.

The values held by teachers and high regard for quality of leadership are further pointed up in the individual responses. Throughout the more than 4,000 replies by teachers run the common threads of human relations and democratic school administration. An illustration in point is, "Administrative services, if democratic and understanding in approach, can take tension out of teaching..."

In Question 4, the respondents were requested to list the major factors which determine the quality of teaching. The responses to this question are summarized in Table 4.

Question 4. List Major Factors which Determine the Quality of Instruction.

TABLE 4

Summary of Responses to Question 4 by Teachers and Other Personnel in Selected Public School District of Kentucky

Major categories of situational factors in rank order as determined by total number of responses	Elementary Teachers 811		High School Teachers 451		Other Personnel 50		Total Personnel 1312	
	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK
<b>THE TEACHER</b> Qualified, certified, competent, knowledge, attitude, performance, professional growth, personal qualities and traits, dedication, love for children, daily preparation, congenial teaching staff	1322	1	771	1	119	1	2212	1
<b>INSTRUCTIONAL MATERIALS</b> Supply and use, library service, adequate classroom space	525	2	263	2	35	2	823	2
<b>THE PUPIL</b> Pupil background and interest, pupil motivation, cooperation, home and school, meeting individual needs	382	3	210	4	21	4	613	3
<b>TEACHING CONDITIONS</b> Teacher load, small classes, learning climate (discipline), planning time	348	4	194	3	15	5	557	4
<b>QUALITY LEADERSHIP</b> Vision, professional relationships, climate, coordination, cooperative planning, organization and policy, evaluation	250	5	140	5	27	3	417	5
<b>PROGRAM AND SERVICES</b> Broad curriculum, special subject teachers, guidance services, basic testing program, USE of cumulative records	195	6	70	6	8	6	273	6
<b>RELATING TO SALARY</b> Adequate salary	57	7	24	7	3	7	84	7
<b>OTHER</b>	18	8	14	8	3	7	35	8

**Question 4. List major factors which determine the quality of instruction.**

**SOME RESPONSES REFLECTING BELIEFS AND VALUES HELD BY PARTICIPATING TEACHERS.**

**Teacher Competence**

**Teaching experience.**

**Teaching Conditions**

**Year-round school with 11 months educational work and one month of vacation with pay**

**Freedom in school room**

**Improve laboratory facilities**

**Providing an attractive physical environment**

**Remove clerical work put upon teachers**

**General**

**I do not believe in the new merit pay system. There is no way one teacher should be paid according to the quality teaching she does. Who can say?**

**Community resources**

**Socio-economic work of community**

**General atmosphere of school**

**Financial support**

The percentage distribution of the major categories identified by total personnel is as follows: the teacher, 44.1 per cent; instructional materials, 16.4; the pupil, 12.2; teaching conditions; 11.1; quality leadership, 8.3; program and services, 5.5; relating to salary, 1.7; and 'other', 0.7.

It is noted that Question 4 provided a slightly different frame of reference for situational factors than previous questions. Strongly reemphasized is the role of the teacher in providing quality instruction. Of the total responses on factors which determine the quality of instruction, 44.1 per cent were placed in the category of the teacher.

Further analysis of the responses by groups of respondents revealed that the administrative staff placed greater importance on the category of teacher than did the teachers. The percentage values were: administrators and supervisors, 51.5; elementary teachers, 42.7; and secondary teachers, 45.7 per cent.

A new category, the pupil, was revealed by responses to Question 4. The teachers viewed the pupil and his environment as being significantly more important to quality of instruction than did the administrators.

Further, the teachers placed much higher importance on teaching conditions than did the administrative and supervisory personnel.

Question 5 provides a still different frame of reference in that it focuses on short-range goals to improve instruction with a slight increase in appropriations. The responses to how the teachers would improve instruction with a 2 - 5 per cent increase in the instructional budget is shown in Table 5.

Question 5. With the previous questions in mind, how could an additional appropriation in the amount of 2 - 5 per cent of the instructional budget be used most effectively in the improvement of teaching?

TABLE 5

Summary of Responses to Question 5 by Teachers and Other Personnel in Selected Public School Districts of Kentucky

Major categories of Services or Conditions in rank order as determined by total responses	Elementary Teachers 788		High School Teachers 403		Other Personnel 51		Total Personnel 1242	
	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK	Total Responses	RANK
<b>EDUCATIONAL SUPPLIES</b>	650	1	289	1	33	1	866	1
<b>ENRICHED PROGRAM</b> Elementary libraries, teachers for exceptional children, enrich curriculum, art, music, P.E., M.F.L., - elementary and high school, testing, guidance, remedial classes	424	2	95	6	24	2	543	2
<b>TEACHING CONDITIONS</b> Teacher load, clerical assistance, reduce pupil-teacher ratio, reduce study hall, non-teaching duties, free period	288	3	125	3	16	3	429	3
<b>BUILDINGS AND FACILITIES</b> Audio-visual room, teacher's office space	213	4	159	2	11	4	383	4
<b>SALARY INCREASES (GENERAL)</b>	203	5	119	4	10	5	332	5
<b>IN-SERVICE EDUCATION</b> Refresher courses, professional library, special consultants, released time for study	171	6	98	5	9	7	278	6
<b>RELATED TO SALARY</b> Longer school year, scholarships for prospective teachers and teachers, teachers' aides	112	7	68	7	8	6	188	7
<b>MERIT PAY</b>	12	8	18	8	3	8	33	8



**Question 5.** With the above factors in mind, how could an additional appropriation in the amount of 2 - 5 per cent of the instructional budget be used most effectively in the improvement of teaching?

**SOME RESPONSES REFLECTING BELIEFS AND VALUES HELD BY PARTICIPATING TEACHERS.**

"The teacher is responsible for the learning of the child which is the object of our education. Yet, the favors of the profession are in the administrative field. This seems incongruous to our professional purpose."

"A planned study group, continuing through the year (night meetings, perhaps, of two hours each) in which many areas are studied, such as: (1) learning how and why to use the library; (2) how to use other instructional aids; (3) what supervision is today; (4) a discussion of ethics; (5) trends in education-reviews of professional literature."

"Our quality of education in Kentucky is based upon our teachers - whose contact with school children determines the most efficient and effective ways that the learning process can be conducted to best attain the ends of education, the child's needs, which in turn involves a certain amount of indoctrination, making choices, decisions, developing his behavior, and the intellectual and moral commitments to the society he serves."

"An in-service program would be aimed mainly for the teacher who has not been to school for twenty or thirty years. She may be a good teacher, but is simply behind the times. This could be a voluntary program, but could try to have pay attached if the teacher elects to attend. To give merit remuneration to some of those teachers willing to enter such a program."

"With adequate equipment and better working conditions, any teacher can do a better job. Children vary in their abilities, and a wider variety of educational materials are needed in the classroom."

"Part of it for instructional supplies. These should be ordered by the individual teacher. When they are supplied from administration sources they are often not used. The teachers know what they will use."

"To provide extra units for specialized instruction in art, physical education, music, etc., for which the average classroom has had too little training to do a good job."

"Teachers' salaries should be in proportion to other professional requiring the same educational background, so that teachers are not lured away by necessity of more money."

"Set up a loan fund for present teachers to work on advanced degrees."

Question 5 - cont'd

**"Research directed by State Department of Education."**

**"I believe that a blanket raise would keep your better teachers from leaving to go to places with higher salaries. Also, it would encourage teachers to come to our system. If the merit system was adopted, who would be qualified to rate all personnel? To me, it is an invitation for turmoil and dissatisfaction."**

**"I do not feel that awarding an increment to a small portion of the staff of a school system to recognize the worth of dedicated teachers would work out. I believe it would create dissatisfaction and jealousy among the staff."**

**"If this suggests extra pay for "quality" teaching, I know of no way. I do not believe there is any way devised to measure degrees of success as a teacher."**

**"I doubt that it could be used effectively to improve teaching, since I do not believe in the merit system. No one is qualified to judge this because too many factors are involved."**

**"Bring salaries up to national level; then move toward incentive pay."**

**"To provide a broad system of incentive pay which would include all teachers regardless of degree or rank - to be administered cooperatively by teacher representation, principal, and central office staff with an opportunity for grievances or appeals to be heard by an impartial board."**

Wide differences are noted in the response patterns of total personnel on how to make most effective use of a 2-5 per cent supplemental appropriation for the improvement of teaching. The total responses are categorized in eight areas of services or conditions. The percentage distribution of responses allotted to each of the eight categories is as follows:

1. Instructional supplies	28.4%
2. Enriched Program	17.8
3. Teaching conditions	14.1
4. Buildings and Facilities	12.5
5. Salary Increases (general)	10.9
6. In-Service Education	9.1
7. Related to Salary	6.1
8. Merit Pay	1.1

While the cross-section of instructional needs and conditions for twenty-nine districts may tend to obscure the more discernible needs for a single district, it is evident that the teachers are far more concerned with providing improved educational opportunities for pupils than in seeking personal rewards of any type. It will be observed that the first four categories tend to be pupil-centered and represent 72.8 per cent of all responses. Categories four through eight tend to be teacher-centered and represent 27.8 per cent of total responses.

Item 6 of the questionnaire invited all personnel to make further comments. Additional insights were provided and tended to reinforce many of the previous responses, particularly to Question 5. The diversity of responses to Item 6 precluded a desirable coding pattern. Instead, a cross-section of individual responses is provided in a supplement following Question 5.

## 6. Further Comments

### SOME GENERAL RESPONSES TO ALL PREVIOUS QUESTIONS REFLECTING BELIEFS AND VALUES HELD BY PARTICIPATING TEACHERS

"I would like for a summary to be made after all forms have been completed and studied and a copy sent to each district, so that it would be duplicated and sent to each teacher in the state. I wish very much to know other opinions on the questions."

"I would like to know the outcome of this study guide."

"To pass the outcome of this study on to all the teachers, so we may all know the feeling of the majority."

"Much time is wasted filling out papers such as this one, when nothing is ever heard from them."

"I am very happy to note that the committee on Merit Pay is taking a very cautious and sane approach to the matter of Merit Pay. It is my firm conviction that a precipitate and unwise approach on the basis tried in some systems in other states and following the pattern suggested by some individuals including certain newspaper writers could do more to wreck the morale of the teaching profession than anyone which could be done. Until some completely objective criteria can be devised, we will be wise to follow our present plan of paying only on the basis of training, experience and extra service, above and beyond the regular school day, even though this is often unfair to the superior teacher."

"I have attended several teachers' meetings and heard panels on "What is Quality Teaching". None of the panel members (some from the State Department) could agree on the meaning of the term. Needless to say, I, too, am still in the dark. Therefore, I cannot see how a pay scale could be based on this confused idea."

"I do not think a good teacher will teach better for more money, but more money would make it possible for him or her to travel or go to school more to widen their scope of teaching."

"It seems that with the school taxes now imposed since the 3¢ sales tax, ample money could be found to bring the standards of Kentucky schools up the scale considerably. I believe it is the administrative responsibility to use school money provided by all for the benefit of all indiscriminately. Failure to work with teachers on a professional, respectful basis will finally lead to grouping of teachers to protect their own interests as we find in some northern states."

"Two to five per cent of my salary is only \$80 - \$200. I could use every single penny of that for equipment, and that is more important to me than salary increase."



## 6. Comments - cont'd

"A teachers' lounge should be available; permission and facilities for teachers to have coffee or cold drinks during the day if desired; every teacher should have one free period; every school should have a qualified guidance counselor to assist student; in planning their school work and future vocation according to their interests and abilities; at least every four or five years teachers should attend school so they will be abreast with educational trends."

"In my mind the most important factor in a good school program is a well-qualified, well-paid, dedicated teacher."

"Personally, I would like to be able to use the tests we have given (achievement and mental maturity) more. Break the information down and try to really make use of it in teaching. Teach the child instead of the subject. Have some time to talk to him; try a little guidance. Perhaps kindle a spark that will reduce the number of failures (or what we grade "E's")."

"The principals should be given an assistant so that they might give more supervision and aid to the teachers."

"I think it would help all teachers if they could have at least one free period each day. Also, they need a place to relax and to use this period. A teachers' lounge should be a necessity in all schools. A first-aid or hospital room should be in all schools. There should be plenty of first-aid supplies available at all times."

"I believe in striving to achieve quality in education. We must always be looking for new methods and ideas, but we should be very careful not to forsake the good in the old."

"Teachers should realize that they are being closely observed by the children everyday. They should practice promptness, orderliness and reliability as an example to students. They should accept responsibility for their own errors and mistakes and expect their students to do likewise."

"As I see it, our children are most lacking in background. Their experiences with music, art, books, travel and the like are very limited. They need teaching that will help relate the subject matter of school to their lives."

"I also need a free period for use in counseling pupils, as it is important and impossible to understand 175 children in class time."

"I think it is terrible that teachers are asked to do a form like this so late in the year. It would take hours of study to give this justice."



## 6. Comments - Cont'd

"I find this questionnaire difficult to answer. Perhaps if questions 2 and 4 were elaborated upon I might understand them better."

"All who have anything to do with directing education should themselves be educated, should understand the problems of education, and should be willing to improve themselves so that they can help improve others."

"In my particular school, we are in critical need of more room. Then, we need more time to work with individual pupils. If a pupil gets behind because of sickness or other causes, there is no time for individual help either by pupil or teacher."

## **PART V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

In addition to providing a synthesis of the findings and integrating the several categories of factors into an interrelated pattern, a further purpose of the summary is a general assessment of the elements of the process of total staff involvement in the identification of situational factors influencing the quality of teaching in the public schools. From the summary and conclusions, recommendations are made relative to the refinement and further use of the methods and techniques of Phase I and the introduction of experimental Phase II to provide a cooperative on-going total school improvement program.

#### **Summary**

Strong currents of change in the post-World War II period have tended to intensify the impact of traditional situational factors in the schools of Kentucky and to introduce many new forces which directly influence the educative process.

It goes without saying that the teacher is in a favorable position to analyze the classroom situation and the general teaching environment as well as to identify the factors which tend to facilitate or to limit the teaching-learning process. Even so, the views of all teachers in the school would be required to obtain a composite picture of all facilitating and inhibiting factors. Similarly, the school administrator and other local district and school staff have commensurate responsibilities and see the instructional program in other contexts and from other critical vantage points.

A planned program built around the cooperative study of the educative process and its varying dimensions in a local setting is suggested as a pattern for total school improvement. The exploratory study of situational factors is an example of one of

several dimensions in a conceptual framework for building new criterion measures in a systems approach to improve instruction. Administrative reports and statistical surveys are available to supply the usual statistical data for education and community factors. The analysis and interpretation of the varied responses to five open-end questions by the research techniques of content analysis and coding provided the basis for quantification of data.

Seven major categories of situational factors were determined from the summary of responses to question one, WHAT WOULD CONTRIBUTE MOST TO THE IMPROVEMENT OF THE QUALITY OF THE SERVICES WITHIN THE SCHOOL PROGRAM? In rank order, these categories are: (1) teaching conditions, (2) professional leadership, (3) competent teachers, (4) instructional supplies, (5) related programs and services, (6) buildings and facilities, and (7) items relating to employment and salary.

Seven major categories of factors were determined by coding the responses to question two, WHAT KIND OF EXPERIENCES AND ACTIVITIES CONTRIBUTED MOST TO YOUR PROFESSIONAL AND PERSONAL GROWTH AS A TEACHER? In rank order, these categories are: (1) in-service activities, (2) professional organizations, (3) formal education, (4) independent study, (5) travel, (6) community interests, and (7) pupil growth-motivation.

Eight categories were determined from the responses to question three: DESCRIBE THE KINDS OF ADMINISTRATIVE SERVICES (FROM PRINCIPAL, SUPERVISOR, AND SUPERINTENDENT) THAT HELP PROVIDE QUALITY TEACHING IN THE CLASSROOM? In rank order, these services are: (1) professional leadership, (2) maintaining professional climate, (3) instructional materials, (4) cooperative planning, (5) teaching conditions, (6) professional growth program (7) pupil guidance and counseling, and (8) relating to salary.

Seven major categories of situational factors were determined in response to question four: LIST MAJOR FACTORS WHICH DETERMINE THE QUALITY OF INSTRUCTION. In rank order, these categories were: (1) the teacher, (2) instructional material, (3) the pupil, (4) teaching conditions, (5) quality leadership, (6) program and services, and (7) relating to salary.

Seven major categories were determined from the summary of responses to the fifth and concluding question, WITH THE PREVIOUS QUESTIONS IN MIND, HOW COULD AN ADDITIONAL APPROPRIATION IN THE AMOUNT OF 2 - 5 PER CENT OF THE INSTRUCTIONAL BUDGET BE USED MOST EFFECTIVELY IN THE IMPROVEMENT OF TEACHING? In rank order, the categories of services or conditions are: (1) educational supplies, (2) enriched program, (3) teaching conditions, (4) buildings and facilities, (5) general salary increases, (6) in-service education, (7) items related to employment and salary.

A district report setting forth the summary of responses to each question was provided the participating districts on an individual basis. The anonymous district report provided in this bulletin is an example of the fifty-two district reports prepared.

The state summary of situational factors provides a state normative pattern as well as a bench mark for policies and practices designed to improve the instructional program.

The interrelationships of the categories derived from the five questions are shown in tabular form in the following summary.

## A COMPARISON OF RESPONSE CATEGORIES FOR FIVE QUESTIONS

I. What would contribute most to the improvement of the quality of the services within the school program?	II. What kinds of experiences and activities contributed most to your professional and personal growth as a teacher?	III. Describe the kinds of administrative services (from principal, supervisor, and superintendent) that help provide quality teaching in the classroom.	IV. List major factors which determine the quality of instruction.	V. With the preceding questions in mind, how could an additional appropriation in the amount of 2-5 per cent of the instructional budget be used most effectively in the improvement of teaching?
1. teaching conditions	-	5. teaching conditions	4. teaching conditions	3. teaching conditions
2. professional leadership	-	1. professional leadership 2. professional climate 4. cooperative planning	5. quality leadership	-
3. competent teachers	1. in-service activities 2. professional organization 3. formal education 4. independent study 5. travel 6. community interests 7. pupil growth-motivation	6. professional growth program	1. the teacher	6. in-service education
4. instructional supplies and equipment	-	3. instructional materials	2. instructional materials	1. educational supplies
5. related programs and services	-	7. pupil guidance and counseling	3. the pupil 6. program and services	2. enriched program
6. buildings and other facilities	-	-	-	4. buildings and facilities
7. related to employment and salary	-	8. related to salary	7. related to salary	5. general salary increases 7. related to employment



### Conclusions

1. The favorable reaction to the study by teachers and administrators as revealed by the extent and quality of participation in a cross-section of school districts tends to reinforce the general values attributed to the use of cooperative planning and total staff involvement in district-wide programs to improve instruction.

2. Generally, a study of situational factors may be expected to center on financial shortages including salaries and materials, sundry other deficiencies, classroom interruptions, and teaching conditions. Teachers indicated by the nature of their responses that they are also professionally inclined to identify without reservation "person-centered" categories such as teacher competencies and professional leadership and to assign to them a high priority in a total program of instructional improvement.

3. It is believed that cooperative study and evaluation has inherent values in the areas of interpersonal relationships and communications far beyond any minor limitations imposed by the use of the research techniques of content analysis and coding for quantifying the data. The compensating factors of free and uninhibited expression would tend to outweigh the otherwise obvious advantages of objective reporting.

4. The acceptance of teacher evaluation plans and efforts to measure teacher effectiveness appear to be conditioned on two factors: (1) type of administrative approach used, and (2) the purpose to be served. That the "how" and "why" of teacher evaluation is critically important may be expressed in two grammatical variants: the teacher evaluates as part of a team effort, the teacher is evaluated.

In any case, it seems important that the total professional staff participate and the total teaching environment be included.

5. The common identification and rank order of categories of "things" by elementary teachers, secondary teachers, and administrative personnel would seem to indicate a hard core of critically unmet needs in many school districts. The variation in rank order of "person-centered" categories as shown in the summary of categories confirms the general assumption that there are varying perceptions of role expectations held by teachers and administrators. The teacher tends to elevate the importance of the professional leadership role of administrators and to place relatively less importance on teacher competencies. The state summary of responses show these rank orders reversed for administrators. Like beauty, it may well be that many aspects of quality education are "in the eye of the beholder."

6. The results of the survey confirm the fact that teachers place a high value on various in-service teacher education activities and on the participation in professional organizations as a means of improving their professional competencies.

7. Generally, the teachers give a high rank to the importance of the role of the school principal in the operation of a quality program of instruction which would imply a readiness on the part of the teachers for a somewhat more vigorous instructional leadership role on the part of the school principal.

## Recommendations

### For Possible Immediate Implementation

1. It is recommended that in the districts which participated in the study attention be given to the specific types of in-service activities and professional organization activities which are either rated highly by the teachers or which are requested by the teachers and that efforts be made to increase the opportunities for such participation. Teachers who participated in the study seemed to be particularly anxious for the opportunity to discuss and work with their colleagues in various settings--their colleagues within a particular school building, their counterparts within the school district, and with their counterparts in other school districts through inter-visitation and conferences.
2. Budget conscious administrators might well review the suggestions of the teachers as to how a small increase in the budget might contribute most effectively to the improvement of instruction in the respective school districts.
3. It is recommended that the fifty-two individual district reports made available at the same time as the state report be reviewed by the respective school districts with the view in mind of further exploration through in-service sessions and made a part of the school district's instructional improvement program for the 1965-66 school year.
4. For interested school districts that did not participate in the initial pilot study or districts that may prefer to conduct a new survey, the superintendent is requested to contact the state committee for any assistance that may be desired in setting up the study.

### For Further Study

1. It is recommended that further study and try-out be given to the use of a supplementary form largely objective in format to reduce the volume of narrative reporting. This should reduce appreciably the volume of data from the open-end questionnaire to be coded and should contribute to greater item discrimination of the unstructured instrument.

2. It is recommended that the methods and procedures of the exploratory study at the state level be subjected to rigorous evaluation and that further refinement of Phase I be incorporated in a total research design including Phase II and set up as a two or three-year research and development project.

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## **APPENDIX A**

### **Questionnaire and Response Form on Quality Factors for Effective Teaching**

Kentucky State Department of Education  
Frankfort, Kentucky

**QUALITY FACTORS FOR EFFECTIVE TEACHING**

A State Committee on Merit Pay or Quality Teaching Factors has been appointed by the Superintendent of Public Instruction. This committee has on its membership representatives from the KEA staff, public school teachers, college staffs, State Department of Education, League of Women Voters, Kentucky School Board Association, Kentucky Chamber of Commerce, Kentucky Farm Bureau Federation and Kentucky Congress of Parents and Teachers. This study is supported by a resolution adopted by the Delegate Assembly of the Kentucky Education Association.

The long-range purpose of this study is the improvement of the quality of instruction. As a first step in the long-range program of the committee, the total profession in Kentucky is being given an opportunity to express viewpoints in regard to quality teaching. It is believed that a responsible profession should make some judgments on what constitutes good teaching and what promotes growth of teachers.

It is hoped that the members of the profession in Kentucky will express convictions in regard to the factors conducive to effective teaching. When common agreements on these matters have been reached, the profession will then be in position to take the lead in developing a plan for requesting additional funds for supporting individual teachers, groups of teachers, or a total system as they undertake ways to increase the effectiveness of the instructional program.

The following "study guide" provides an opportunity for identification of distinguishing factors to effective teaching.

**What is your POSITION or area of work ?\***

- 1. List major factors which determine the quality of Instruction.**
- 2. What would contribute most to the improvement of the quality of the services within the school program? (List in order of importance)**

**\*You are not requested to sign the Response Sheet. You are requested to identify clearly the position you hold and the area of work. For example, if the staff member is a secondary teacher, he or she will indicate the subject or subjects he is teaching as well as indicating that he serves as a secondary teacher.**

3. What kinds of experiences and activities contributed most to your professional and personal growth as a teacher?

4. Describe the kinds of administrative services (from principal, supervisor and superintendent) that help provide quality teaching in the classroom.



5. With the previous questions in mind, how could an additional appropriation in the amount of 2 - 5 per cent of the instructional budget be used most effectively in the improvement of teaching?

6. Further comments.

A compilation of suggestions and ideas from these responses will be made available to all participants and will provide information from the profession to the State Committee in the study of possible approaches for securing additional funds for the improvement of the instructional program.

Please return this form to Chairman, Committee on Merit Pay or Quality Teaching Factors, Department of Education, Frankfort, Kentucky

## **APPENDIX B**

- 1. Original Committee on Merit Pay**
- 2. Reconstituted Committee on Quality Teaching Project**

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